

HILLCREST MIDDLE

510 Garrison Road
Simpsonville, SC 29681

GRADES 6-8 Middle School

ENROLLMENT 1,121 Students

PRINCIPAL Keith Russell 864-967-1826

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent
3

Good
6

Average
1

Below Average
0

Unsatisfactory
0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 25 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

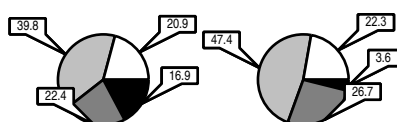
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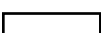
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Our School****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	35	344	76
Percent satisfied with learning environment	85.7%	73.0%	78.7%
Percent satisfied with social and physical environment	97.1%	74.6%	70.3%
Percent satisfied with home-school relations	88.2%	82.0%	71.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	1,127	99.4	22.3	47.4	26.7	3.6	30.3	17.6
Gender								
Male	610	99.2	27.5	45.7	23.8	3.0	26.8	17.6
Female	517	99.6	16.3	49.4	30.0	4.3	34.4	17.6
Racial/Ethnic Group								
White	789	99.5	15.7	47.3	32.1	5.0	37.1	17.6
African-American	272	98.9	40.9	46.6	12.1	0.4	12.6	17.6
Asian/Pacific Islander	15	100.0	18.8	31.3	50.0	N/A	50.0	17.6
Hispanic	43	100.0	31.7	58.5	9.8	N/A	9.8	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	944	99.7	14.3	50.2	31.2	4.3	35.5	17.6
Disabled	183	97.8	64.5	32.5	3.0	N/A	3.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	1,127	99.4	22.3	47.4	26.7	3.6	30.3	17.6
English Proficiency								
Limited English proficient	9	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	1,118	99.4	22.1	47.3	26.9	3.6	30.5	17.6
Socio-Economic Status								
Subsidized meals	231	98.7	48.5	44.0	7.5	N/A	7.5	17.6
Full-pay meals	896	99.6	16.2	48.2	31.2	4.4	35.6	17.6

Mathematics								
All students	1,127	99.9	20.9	39.8	22.4	16.9	39.2	15.5
Gender								
Male	610	100.0	22.2	39.3	21.3	17.3	38.6	15.5
Female	517	99.8	19.5	40.5	23.6	16.4	40.0	15.5
Racial/Ethnic Group								
White	789	99.9	13.4	39.1	25.5	22.0	47.5	15.5
African-American	272	100.0	44.4	41.1	12.9	1.6	14.5	15.5
Asian/Pacific Islander	15	100.0	18.8	18.8	25.0	37.5	62.5	15.5
Hispanic	43	100.0	19.5	48.8	24.4	7.3	31.7	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	944	100.0	12.3	42.4	25.6	19.7	45.3	15.5
Disabled	183	99.5	66.1	26.3	5.3	2.3	7.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	1,127	99.9	20.9	39.8	22.4	16.9	39.2	15.5
English Proficiency								
Limited English proficient	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	1,118	99.9	20.8	39.7	22.5	17.0	39.5	15.5
Socio-Economic Status								
Subsidized meals	231	100.0	42.3	40.3	12.9	4.5	17.4	15.5
Full-pay meals	896	99.9	15.9	39.7	24.6	19.8	44.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced and Advanced
English/Language Arts							
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	331	N/A	16.1	41.6	34.0	42.2
	Grade 7	335	N/A	11.4	46.4	36.8	42.2
	Grade 8	293	N/A	15.7	37.2	42.0	47.1
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	391	98.7	26.0	40.7	28.4	33.3
	Grade 7	368	99.7	19.3	52.0	25.9	28.7
	Grade 8	368	99.7	21.5	49.9	25.7	28.6

Mathematics							
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	331	N/A	20.4	39.8	24.0	39.8
	Grade 7	335	N/A	26.1	30.3	22.5	43.5
	Grade 8	293	N/A	20.9	43.5	19.5	35.6
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	391	99.7	16.8	34.2	27.2	48.9
	Grade 7	368	100.0	23.0	37.2	21.9	39.8
	Grade 8	368	100.0	23.2	48.5	17.6	28.2

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 1,121)				
Students enrolled in high school credit courses (grades 7 & 8)	31.8%	Up from 20.6%	23.2%	14.4%
Retention rate	2.3%	Up from 2.0%	1.9%	2.3%
Attendance rate	96.9%	Up from 96.7%	96.5%	95.2%
Eligible for gifted and talented	25.7%	Up from 24.7%	29.2%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	15.9%	Up from 15.2%	11.4%	14.1%
Older than usual for grade	2.3%	Up from 0.9%	2.3%	4.9%
Suspended or expelled	0.4%	Down from 0.7%	0.8%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 63)				
Teachers with advanced degrees	50.8%	Down from 56.6%	54.0%	47.1%
Continuing contract teachers	76.2%	Down from 90.6%	84.3%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	85.9%	Up from 76.1%	88.9%	84.3%
Teacher attendance rate	98.8%	Up from 98.7%	96.2%	95.0%
Average teacher salary	\$40,566	Down 2.1%	\$41,483	\$39,924
Prof. development days/teacher	10.0 days	Up from 8.8 days	9.5 days	10.7 days

School				
Principal's years at school	13.0	Up from 12.0	7.0	3.0
Student-teacher ratio	24.1 to 1	Down from 27.9 to 1	24.4 to 1	21.0 to 1
Prime instructional time	95.3%	Up from 94.4%	93.1%	88.9%
Dollars spent per pupil*	\$4,546	Down 0.7%	\$5,329	\$5,854
Percent spent on teacher salaries*	63.1%	Up from 61.2%	63.3%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.3%	99.0%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hillcrest Middle School increased its population to eleven hundred and twenty seven students in 2002-03, a jump of nine percent over 2001-02. In the third year of our new facility, all classrooms are now in use all day, every day. Students continued to show improvement in PACT scores overall, although our School Report Card rating dropped from a GOOD to a BELOW AVERAGE. In five of the six categories in all three grade levels, our student performance increased. We are working on programs that are designed to raise our improvement rating. We take pride in the fact that we have increased significantly the number of students taking high school credit classes, and we hope to make further increases next year.

Staff development efforts concentrated upon the creation of the School Portfolio, a self-study process to steer the school's efforts towards meeting district and school wide goals. The entire staff participated in identifying objectives and strategies to improve student achievement. The creation of the School Portfolio was a year-long endeavor.

The PTA and the School Improvement Council made outstanding contributions to our school through their connections with the community. Hillcrest Middle School continues to enjoy excellent relations with the community and through the efforts of our SIC, we are working to build partnerships around student standards. We have resurrected some dormant partnerships with businesses in our area, and we look forward to a productive relationship with them. Parents, community, and students continue to be extremely supportive, and with their help, Hillcrest Middle School will remain an outstanding school.

Keith Russell, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.